



Thomas Edison Charter School North Performance-based Compensation Plan

SB281 (53A-17A-148(5))

June 26, 2008

Plan Overview: This is the Thomas Edison Charter School North plan for performance-based compensation. It contains all required and suggested elements as contained in the State Board of Education Rules.

The following overview statements are detailed in Sections B and C of this plan:

- **Measures of student academic progress or growth.** Thomas Edison Charter School North uses monthly scores in phonics, reading comprehension, spelling, subtraction and multiplication (as age appropriate). We also use data gained from our own Skills Tests in math and reading, data from the K-3 reading plan and the State LAND Trust plan.
- **Specific measures of instructional quality.** We utilize the Teacher Evaluation System (See Appendix A) and individual written teacher feedback from our Director of Instruction.
- **Measures of parent and student satisfaction.** We use information gained from end-of-year parent surveys, and feedback that comes to administration from members of the school board, parent organization and parent community.
- **Measures of school progress.** This represents the Charter, or the official agreement with the State. Our best measures include the accreditation process and continued student enrollment.
- **Other measures that demonstrate improved academic and instructional performance.** We compare ourselves to the standards, rather than to situational adjustments, as we desire to be quality in all areas, from teacher quality, curriculum and lesson design, to the school environment (e.g. dress standard, parent communication, facility cleanliness, etc.)

A Eligibility:

All Thomas Edison Charter School teachers are eligible for performance-based compensation.

B Criteria for awarding performance-based compensation:

All plans as described below also indicate an on-going commitment to the Thomas Edison Charter School program through continued employment past the 2008-2009 school year.

It is anticipated that during at least the first three years, teachers will be focused on the personal development of exceptional classroom instructional skills. Thereafter, the focus will expand to the development of skills to benefit other teachers and the instructional program of the school. Since the status quo is unacceptable, our expectation is that there will always be continuous growth.

Year One Teacher Expectations: All of these high expectations are to be successfully implemented during the teacher's first year.

- Successful implementation of the Spalding (The Writing Road to Reading) strategies (where applicable) as assessed by the Director of Instruction.
- Successful implementation of Six Traits Writing, Step-up to Writing and student writing portfolios as assessed by the Director of Instruction.
- Evidence of successful implementation of instructional strategies as noted on the teacher evaluation instrument.
- Evidence of successful implementation of classroom management strategies – a thorough understanding of the Glenn Latham (Keys to Classroom Management) and Thomas Edison Charter School levels of discipline and classroom management materials. Verification is accomplished by regular classroom visits by the Principal and/or Director of Instruction. Also noted is the ratio of eight positive teacher-to-student interactions for every negative interaction.
- Demonstration of the school's focus and direction as contained in the teacher's handbook and charter. This area is rated on the teacher evaluation instrument and must receive a rating of 'Proficient.'
- Receive mostly "Proficient" ratings on the evaluation instrument. The teacher may receive no more than four D's (Developing) on sub skills and no D's in the Professional Standards/Ethics section
- Show satisfactory student achievement on standardized tests where applicable. This includes the development of yearly goals and monthly tracking of basic skills (reading comprehension, phonics, spelling, subtraction and multiplication).
- Special Area Teachers (P. E., Art, Music, Computers, and Library): Develop with the Principal a growth plan incorporating student achievement and professional goals for the school year. Demonstrate proficiency in these areas as evidenced by tracking skills. All special area teachers are to complete Course 1 in the Spalding Method (Integrated Language Arts 1).

Year 2 Teacher Expectations: The second year "Mastery" statements imply continued substantial increase in performance.

- Mastery of Spalding 1 training as evidenced by observations and written feedback by the TECS Director of Instruction. Special Area teachers (e.g. Art, Music, P. E., Computers, and Library) are required to implement the philosophies contained in the Spalding 1 training (e.g. classroom set up, manner of instruction, high academic standards, quality work, etc.).

- Continued successful implementation of Six Traits Writing, and Step-up to Writing and student portfolios as assessed by the Director of Instruction.
- Mastery of Classroom Management expectations as evidenced by observations and documentation by the principal and Director of Instruction using the school's Glenn Latham strategies, and those contained in the Teacher Handbook.
- Mastery of instructional strategies, including the Seven Steps of Instruction, as evidenced by observations and documentation by the Principal and Director of Instruction through the evaluation instrument and written feedback.
- Working knowledge of the basic philosophy of the Thomas Edison Charter Schools' program as contained in the Charter and Teacher Handbook. Demonstrates willingness to learn and grow in this area by implementing ideas and strategies governed by the school administration.
- Receive all "Proficient" ratings on the evaluation instrument – no D's (Developing) on sub skills and no D's in the Professional Standards/Ethics section.
- Show significant gains on standard student assessments, including the monthly testing, the Thomas Edison Charter School Skills Tests, and where applicable, UPASS.

Year 3 Teacher Expectations: This is the leadership apprentice year to prepare for teacher trainer status.

- Successful implementation of the Spalding 2 (Integrated Language Arts) strategies (where applicable) as assessed by the Director of Instruction.
- Continue to show mastery of teacher expectations described in Year 2
- Successful development and implementation of a personal achievement plan in consultation with and review by the principal. Options include successfully mentoring at least one teaching colleague, implementing specific curricular or instructional improvement, successfully leading specific teacher training session(s), successfully leading parent training session(s) or other improvement plans approved by the principal.

Year 4 (and beyond) Teacher Expectations: These are the leadership years to fully implement the teacher trainer status.

- Continued successful implementation of Spalding strategies as shown in Years 2 and 3 Teacher Expectations
- Continued mastery of teacher expectations described in Year 2 Teacher Expectations
- Successful development and implementation of a personal achievement plan in consultation with and review by the principal that directly benefits other teachers and the instructional program of the school. Options include those contained in Year 3 Teacher Expectations, completion of training to become a Certified Spalding Trainer, complete training as a Thomas Edison Charter School Master Teacher, share learning from specific university or advanced course(s) to directly benefit the school, prepare personal research to directly benefit the school, or other improvement plans/performances approved by the principal.

C Instruments or assessments used to measure or evaluate performance:

The Thomas Edison Charter Schools Instructional Evaluation and Improvement Instrument (see appendix A) and written feedback by the Director of Instruction are the basic instruments used to measure or evaluate performance for all teachers. Additional measures include monthly student scores in phonics, spelling, reading comprehension and mathematics (subtraction and multiplication), varied by grade level applicability. In addition, participation and grades achieved in the Spalding Course(s) and other staff development coursework (as approved in the criteria section) will be used to determine progress in the professional development activities.

D Amount of performance-based compensation that may be awarded

We anticipate receiving the school's award following our October 1 student count. This figure will be used to provide one-time compensation for qualifying teachers. The amount of each individual teacher's compensation is based on the ability to accomplish the goals as outlined in Section B. Three possible outcomes are possible as determined by the Principal, Director of Instruction and/or Member of the School Board:

- 1) No Award: The teacher chose not to participate in the program, or did not successfully complete the goals sufficiently to receive performance-based compensation.
- 2) Partial Award: The teacher participated in the program and successfully completed a portion of the assigned goals. The outcomes committee will determine the percentage of a full award to be presented on a case-by-case basis.
- 3) Full Award: The teacher participated in the program and successfully completed all of the goals.

E Basis for performance-based compensation:

Thomas Edison Charter School North will base the performance-based compensation on individual teacher performance of specific standards noted in sections B and C and as determined by a qualified administrative appraisal.

APPENDIX A

Thomas Edison Charter Schools Instructional Evaluation and Improvement Instrument

PURPOSE:

The purposes for a teacher evaluation system are:

- Conform to the expectations of law for teacher evaluation
- Improve instruction through clarification of standards and providing constructive feedback.
- Provide an avenue to recognize teacher performance and accomplishments.

PROCEDURES:

- OBSERVATIONS Teachers shall be formally evaluated at least once each school year. This will include at least two formal observations by the principal; one announced and one unannounced.
- CONFERENCE AND FEEDBACK The principal shall schedule a conference with the teacher soon after each formal observation. The purpose will be to provide feedback. After the second observation, a written observation will be communicated and signed. A copy of the evaluation will be placed in the teacher's personnel file.

| TEACHER | GRADE/SUBJECT | SCHOOL YEAR |
|--|---------------|--|
| THOMAS EDISON CHARTER SCHOOL INSTRUCTIONAL EVALUATION AND IMPROVEMENT | | EVALUATION SCALE P (Proficient) Consistently meets or exceeds standards D (Developing) Inconsistently meets standards U (Unsatisfactory) Often fails to meet standards N/A – Not applicable |

EVALUATION WORKSHEET
CLASSROOM INSTRUCTION
 (A partial list of indicators appears under each competency.)

| | P | D | U | N/A |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| <ul style="list-style-type: none"> • TEACHES TO THE OBJECTIVE <ul style="list-style-type: none"> ○ Instructional objective is communicated to the students ○ Information is relevant to the objective ○ Activities are relevant to the objective ○ Questions are relevant to the objective ○ Responses are relevant to the objective ○ Objective is at the correct level of difficulty ○ Instruction focuses on one objective at a time ○ Objective is clearly directed to a school or state academic standard or performance objective | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • PROMOTES ACTIVE PARTICIPATION <ul style="list-style-type: none"> ○ Connections are made to past experiences of the students ○ Overt behavior is elicited from students ○ Covert behavior is elicited from students ○ Most of the students are actively involved most of the time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • MOTIVATES STUDENTS <ul style="list-style-type: none"> ○ Level of concern is appropriate ○ Individual student success is fostered ○ Specific and immediate feedback is given ○ Interest in the lesson is maintained | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • EFFECTIVE MONITORING AND ADJUSTING <ul style="list-style-type: none"> ○ Students are required to demonstrate the desired knowledge/skill ○ Checks for understanding occur at significant learning increments ○ Appropriate questioning techniques are employed ○ Content/instruction is adjusted in response to student feedback | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • EFFECTIVELY SUMMARIZES INSTRUCTION <ul style="list-style-type: none"> ○ Closure occurs at significant increments ○ Students are required to summarize the content taught | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • PROMOTES RETENTION OF LEARNING <ul style="list-style-type: none"> ○ Techniques are used to help students value and understand the objective ○ Individual and/or group practice opportunities are provided ○ The objective is modeled in the precise form in which it is to be accomplished by the student | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

TEACHER

GRADE/SUBJECT

SCHOOL YEAR

THOMAS EDISON CHARTER SCHOOL
INSTRUCTIONAL EVALUATION AND IMPROVEMENT

EVALUATION SCALE

P (Proficient) Consistently meets or exceeds standards

D (Developing) Inconsistently meets standards

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N/A – Not applicable

EVALUATION WORKSHEET

CLASSROOM INSTRUCTION

(A partial list of indicators appears under each competency.)

| | P | D | U | N/A |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| ● DEMONSTRATES KNOWLEDGE OF SUBJECT | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ○ Knowledge of subject is accurate and current | | | | |
| ○ Subject matter is related to past and/or future learning | | | | |
| ● MANAGES THE CLASSROOM EFFECTIVELY | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ○ Establishes a climate of mutual courtesy and respect | | | | |
| ○ Develops a professional student/teacher rapport | | | | |
| ○ Student/teacher conflicts are resolved and not escalated | | | | |
| ○ Stops misbehaviors calmly, courteously and in a timely manner | | | | |
| ○ Reinforces appropriate behavior | | | | |
| ○ Anticipates conditions which lead to inappropriate student behavior and uses intervention strategies when necessary | | | | |
| ○ Class behavior expectations are clearly communicated | | | | |
| ○ Reasonable consequences are employed | | | | |
| ○ Optimal use is made of class time | | | | |
| ○ Teaches, reinforces, and expects students to be responsible for their personal behavior | | | | |
| ● ADDITIONAL INSTRUCTIONAL TECHNIQUES | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ○ Demonstrates effective oral and written communication skills | | | | |
| ○ Uses correct grammar and mechanics | | | | |
| ○ Writes legibly | | | | |
| ○ Teaches and reinforces interpersonal skills | | | | |
| ○ Holds students individually accountable for knowledge/skills | | | | |
| ○ Requires students to process interpersonal interactions and set goals for improvement | | | | |
| ○ Communicates a high level of expectation for academic performance | | | | |
| ○ Employs instructional techniques that are void of bias | | | | |
| ○ Provides alternative experiences for students who have and/or have not mastered the defined objective | | | | |
| ○ Appropriately teaches and uses the Spalding Method | | | | |
| ○ Appropriately teaches and uses the Six Traits writing program | | | | |
| ○ Appropriately uses the Seven Steps of Instruction | | | | |
| ○ Appropriately uses Glenn Latham strategies for classroom management | | | | |
| ○ Follows the TECS curriculum guides | | | | |

TEACHER

GRADE/SUBJECT

SCHOOL YEAR

**THOMAS EDISON CHARTER SCHOOL
INSTRUCTIONAL EVALUATION AND IMPROVEMENT**

EVALUATION SCALE

P (Proficient) Consistently meets or exceeds standards

D (Developing) Inconsistently meets standards

U (Unsatisfactory) Often fails to meet standards

N/A – Not applicable

EVALUATION WORKSHEET

TEACHER ARTIFACTS

(A partial list of indicators appears under each competency.)

| | P | D | U | N/A |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| ● LESSON PLANS <ul style="list-style-type: none"> ○ Lesson plans align with program/school/state academic standards and performance objectives and developmental levels of students ○ Measurable objectives are developed and sequenced through a task analysis ○ Lesson plans provide sufficient detail regarding content, instructional strategies and successful learning behavior ○ Higher levels of thinking and real life applications are addressed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ● INSTRUCTIONAL MATERIALS <ul style="list-style-type: none"> ○ Instructional materials (manipulatives, labs, student centers, etc.) are appropriately designed and clearly aligned with the school's focus and instructional objectives ○ Visual displays (bulletin boards, charts, models, etc.) create interest and clearly align with the school's focus and instructional objectives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ● ASSESSMENT DOCUMENTS <ul style="list-style-type: none"> ○ Assessments align with objectives and instruction ○ A variety of tools (tests, quizzes, projects, checklists, rating scales, rubrics, anecdotal records, and portfolios) are used to assess learning ○ Monthly testing data is turned into the principal and is on time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ● EDUCATIONAL RECORDS <ul style="list-style-type: none"> ○ Academic records clearly document student performance and progress ○ Attendance records are accurate and easily interpreted ○ Disciplinary records are objective and specific ○ Educational records are utilized in providing prompt and accurate feedback | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ● COMMUNICATION OF DATA <ul style="list-style-type: none"> ○ Information is effectively communicated to students, parents and/or other educators ○ Records of communication are well maintained | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

EVALUATION WORKSHEET

STUDENT GROWTH

(A partial list of indicators appears under each competency.)

| | P | D | U | N/A |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| <div><div>●</div><div><div>DOCUMENTATION OF INDIVIDUAL STUDENT GROWTH</div><div><div>○</div><div>Individual student growth can be documented through pre-assessment, formative assessment, and summative assessment data</div></div></div></div> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <div><div>●</div><div><div>USE OF DATA TO IMPROVE INSTRUCTION</div><div><div>○</div><div>Student achievement data relative to progress in meeting program/school/state academic standards and performance objectives is analyzed</div><div>○</div><div>Appropriate adjustments in instructional materials and/or techniques are used</div></div></div></div> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

EVALUATION SUMMARY

CLASSROOM TEACHER

| | P | D | U | N/A |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| ● CLASSROOM INSTRUCTION | | | | |
| ○ Teaches to the objective | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ○ Promotes active participation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ○ Motivates students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ○ Effective monitoring and adjusting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ○ Promotes retention of learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ○ Effective summarization techniques | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ○ Demonstrates knowledge of subject | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ○ Manages the classroom effectively | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ○ Additional instructional techniques | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ● TEACHER ARTIFACTS | | | | |
| ○ Lesson plans | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ○ Instructional materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ○ Assessment documents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ○ Educational records | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ○ Communication of data | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ● STUDENT GROWTH | | | | |
| ○ Documentation of individual student growth | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ○ Use of data to improve instruction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ● PROFESSIONAL STANDARDS | | | | |
| ○ Professional attitude/behavior/ethics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

COMMENTS (Additional comments may be attached as necessary)

Observation Dates

Recommended for Employment Agreement.....(School Year)

Not recommended for Employment Agreement.....(School Year)

EVALUATOR'S SIGNATURE

TEACHER'S SIGNATURE
(Indicates only that the teacher has seen this document)

Date

Date

